

# CHAPTER I

## INTRODUCTION

### A. The Background of Problem

In the development of human life all around the world, teaching played some important roles; one of these roles is as a process of conveying the knowledge from the teacher to the students. Teaching can also be defined as factual or formal interaction between the teacher and the students to obtain the educational goal, namely enabling students to be qualified in knowledge, attitude and skill. In the globalization era at present that statement is the parallel to the assumption of Kimble and Garnezy quoted by Brown (1994) as below:

“Teaching may be defined as showing or helping someone to learn how to do something giving instruction, giving in the study of the something, providing with knowledge causing to how or to understand (1963:133), Furthermore, Nathan gage (1964:269) in Brown (1994) stated that teaching is guiding facilitating learning enabling the learners to learn, setting the condition for learning”

The process of teaching cannot be separated from the process of learning as well as both interaction between teacher and students. Ideally to achieve the good interaction of teaching and learning process, it will need good communication between the teacher and students. So, what the learning means here can be know from definition below:

“Learning may be defined as the process by which behavior originates or is attired through training or experience”, For instance: a student who learns about *tenses* will absolutely understand it after He/She is given some exercises related to *tenses* it self”

As a part of education, learning is a key term that is very important in the process of education, however in the religious perspective, learning is the obligation of Moslems, this assumption described in the Al-Mujadalah : 11

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ  
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation : Allah akan meninggikan orang-orang yang beriman diantara kamu dan orang-orang yang berilmu pengetahuan beberapa derajat dan Allah maha mengetahui apa-apa yang kamu kerjakan (Al-Mujadalah:11). (Hasbi Assiddiqi :1997;910).

From the description above its means that the learning is the obligation every Moslems in the world.

One of language aspect that must be mastered by students is grammar, as a role language, grammar can be recognized as a referee in a foot ball game who should be obeyed by all of the players, these players will absolutely know some signed addressed in the time of kick the ball, have a penalty and so forth, however to understand the foot ball game rules, all of the players must learn them before, so that, because of grammar or grammatical rules the language can be understood both by speaker and listener.

The teaching of grammar and vocabulary has always been central aspect of foreign language teaching for the century. In fact, the only the activity of language classroom was the study of grammar and vocabulary. The twentieth

century has changed all grammatically, so it makes the English teacher think to find some ways to teach English communicatively (Brown:1994 ;347).

To create communicative and fun situation, the teacher plays significant role in the classroom, i.e.: By using interesting technique, For instance playing in which in the atmosphere of play, the conscious attention of the learners do not focus in linguistics form, but rather in using language, so the process of teaching and learning grammar will be more communicative and fun.

In the addition, Brown (1994: 354-359) said that there is suitable technique for teaching English grammar, those are: Using chart, map and drawing, using object, dialogue, and written text.

The following are some consideration for teaching English grammar. Grammar should be taught by :

1. Keeping your explanation brief and simple, use the mother tongue if students can not follow an explanation in English
2. Using chart and other visual object whenever possible to graphically depict grammatical relationship
3. Illustrating with clear an unambiguous example
4. Trying to account for varying cognitive style among your students
5. Nothing gets your self and students had up in knot over so, called expectation in rule.
6. Giving true information to explanation the grammatical points (Brown; 1994; 350-352)

According to the description above, it is important for the writer to describe about what it means grammar itself, Sydney in her book "An Introduction to English Grammar" defined: Grammar is refer to the set of rules that allows us to combine words in our languages into large units

The students who study English especially grammar, often fail in their study and fail to communicate it either with their classmates or the other students from the different schools. This condition can be seen when some students said that grammar is boring and uninteresting subject, so they have lack motivation to learn it, they do not have adequate attention to the English grammatical rules, as a result, their grammatical achievement is bad. In this case, the writer think that they do not know yet the important of grammar in practical usage to keep their communication conveyed communicatively.

In teaching English the teacher must be able to choose appropriate approach in the process of teaching and learning grammar, in order to the process of teaching and learning grammar can effective to obtain communicative competence for the students. According to descriptive above, it is important for the writer to describe about what is mean by effective itself. Effective is producing the result that one want (Oxford Dictionary, 2001:134).

To make the process of teaching and learning effective, the students and the teacher have to create the situation of teaching and learning is interesting. It means that the teaching and learning situation also take part to confirm the motivation, activity and students' learning achievement (Oemar Hamalik, 2003;

52), and to make interesting situation the teacher also have to choose the technique used to teaching especially grammar.

The Communicative Language Teaching (CLT) is another method, which is used to in teaching and learning process, by communicative language teaching is hoped to be more effective than be another method, which used generally.

Based on that problem, the writer is interested in searching some descriptive situation and conditions related to teaching grammar at *MTs YATAMU Pasawahan, Susukan Lebak, Cirebon*. The title of the thesis is "THE EFFECTIVENESS OF TEACHING AND LEARNING GRAMMAR THROUGH COMMUNICATIVE LANGUAGE TEACHING (CLT) AT THE SECOND YEAR STUDENTS OF *MTs YATAMU PASAWAHAN, SUSUKAN LEBAK, CIREBON*"

## **B. The Formulation of Problem**

### **1. The identification of problem**

#### **a. Field of study**

District of investigation on the writing by districts teaching grammar in English learning

#### **b. Approach of research**

In this research the writer using approach and the field research about teaching and learning grammar at *MTs YATAMU Pasawahan Cirebon*

## 2. The questions of Research

- a. What are the problems faced by students in learning English grammar through Communicative Language Teaching (CLT) at *MTs YATAMU Pasawahan Cirebon?*
- b. What are the students' opinions in learning English grammar through Communicative Language Teaching (CLT) at *MTs YATAMU Pasawahan Cirebon?*
- c. How far is the students' achievement in learning grammar through Communicative Language Teaching (CLT) at *MTs YATAMU Pasawahan Cirebon?*

## C. The Aims of The Research

1. To get data about the problems faced by students in learning grammar through Communicative Language Teaching at *MTs YATAMU Pasawahan Cirebon*
2. To know the data about the students' opinion in learning grammar through Communicative Language Teaching (CLT) at *MTs YATAMU Pasawahan Cirebon*
3. To know the students' grammatical achievement in learning grammar through Communicative Language Teaching (CLT) at *MTs YATAMU Pasawahan Cirebon*

#### **D. The Framework of Thinking**

The Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only re-examination of what aspect of language to teach but also a shift in emphasis in how to teach, meanwhile Susan Kaifuthu (1992;3) said that Communicative Language Teaching (CLT) is a method of teaching and learning language that stressed to teach communicative competence as opposed to linguistic competence, where the students usually work with authentic material in small groups of communicative activities during they receive negotiating meaning.

The goal of Communicative Language Teaching (CLT) is to have one's students become communicatively competent, while this has been the stated goal of many of the other methods, in the Communicative Language Teaching (CLT) the notion of what it takes to be communicatively competent is much expanded, communicative competence involves being able to use the language appropriate to a given social context (Dian Larsen-Freeman 1985; 131).

According to Brown (1994;348) grammatical competence occupies a prominent position as a major component of communicative competence, meanwhile Larsen-Freeman (1991) quoted by Brown (1994) said that grammar is one of three dimensions of language that are interconnected grammar gives us the form or the structure of language themselves.

These two assumptions have told us if the grammatical rules are very important in the process of teaching and learning English which has four major skill that are:

1. Listening
2. Speaking
3. Reading
4. Writing

However, in the process of Communicative Language Teaching (CLT), grammatical rules will enable the students to have deep understanding of grammar it self and its application in communication on the contrary, without the structure that organizational constrains impose on our communicative attempts our language would simply be chaos (Brown 1994; 348).

The elements, which connected in the process teaching in learning, that is:

1. Students' motivation
2. Materials
3. Techniques or methods
4. Learning situation
5. Students' condition

The elements above influence the process of teaching and learning it self and used the techniques or methods will create the process of teaching and learning more effective and efficient (Oemar Hamalik 1994;50)

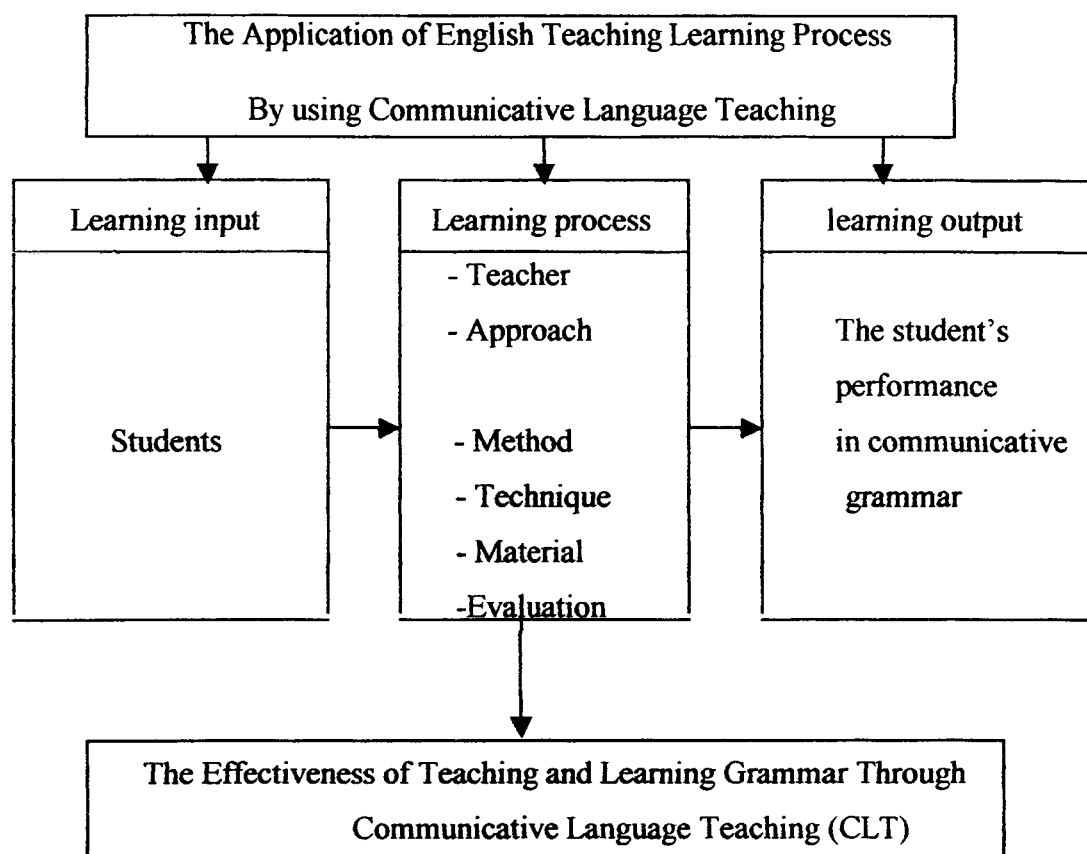


According to Roestiyah (1997; 5) mention some effectiveness of teaching as follow:

- a. The teachers should master the subject matter as well as possible
- b. The teachers is must be interested in the subject matter, he/she is teaching and she/he must be of the opinion that teaching is an expected profession
- c. The teacher ought to know and understand the individual experience of each students, students' ability and their interest in learning
- d. The teacher is use several types of methods of teaching for the need of his/her instruction
- e. The teacher must be patient and kind
- f. The teacher must be able to guide, help and courage his/her students to study hard.

The success of teaching and learning process should be viewed from two aspects, i.e : the aspect of process and out comes (Sujana, 1998:85) the aspect of process means that the success of teaching and learning process depend on the students involvement, whereas the aspect of out comes means the result of learning.

In connection with this, the writer has investigated the student's involvement in English teaching learning process by Communicative Language Teaching (CLT), especially in teaching grammar to make it clear here is the scheme that covers the research problem.



## E. The Steps of The Research

### 1. The Resources of Data

#### a. Theoretical data resources

To obtain this data, the writer has read some English grammar books on teaching and learning, and any other books relating to the topic of the research.

#### b. Empirical data resources

In order to get some information about the empirical data, the steps the writer has carried out are as follow:

1. Interviewing the head master of the school
2. Interviewing the teachers of the school
3. Interviewing the clerk and the students of the school

## 2. Population and Sample

### a. Population

Population is a group of subject of human being, symptom, test value even or object (Winarno surakhmad, 1982;93), The population will be taken as the source of the data is the second year students of *MTs YATAMU Pasawahan Cirebon* that are 120 students, which consist of:

1. Class 2A to amount to 42 students
2. Class 2B to amount to 39 students
3. Class 2C to amount to 39 students

### b. Sample

From 120 Students will be taken 35% for sample, so the calculation to get sample, that is the total students divided 100, then multiplied 35, the technique used in taking sample by using random sampling. To make clear of the calculation, we can see

$$35 \times \frac{120}{100} = 42$$

From the calculation above, the writer takes 42 students as the sample that is class 2A.

To get the sample, the writer refers to Suharsimi Arikunto which sound as follow: "If the number of population is less than 100, it would be better for the researcher to take all the number of population, so that the research becomes a population research, but if the number of the population is big enough, the research may take 10 – 15 % or 20 – 25 % of the population."

### 3. The technique of Collecting Data

#### a. Observation

The writer makes an observation to find out the data of the objective condition of *MTs YATAMU Pasawahan Cirebon*.

#### b. Interview

The writer make interview to find out the data of the headmaster of school, the clerk, the English teacher, and the students in order to get the data about their objective condition, the facilities and the equipment of the school.

#### c. Questionnaire

The writer gives out 20 sheet of questionnaire to 42 students, which will take as sample of the research, the questions in the questionnaire are written in Indonesia, so those students can answer each questions easily and understand it clearly.

#### d. Test

The writer gives the test to find out the data of the students' grammatical achievement.

#### 4. The Analysis of Data

After the writer collect some data gathered from observation, interview, test and questionnaire, the writer will analyze them to their each topic in the description form. In addition, the writer will analyze the data

- a. The writer will analyze the data of questionnaire with present ages form

The percentage is counted by the following formula:

$$P = \frac{F}{N} \times 100\% =$$

P = the percentage of the expected answer

N = The number of respondents

F = Frequency ( The number of respondents' answer)

100% = Round number

To interpret the percentage of the expected answer above the writer uses the following formulation, formulated by Ahmad supardi and Wahyudin syah.

100% = All respondents

90% - 99% = Almost all respondents

60% - 89% = Most of respondents

51% - 59% = More than half of respondents

50% = Half of respondents

40% - 49% = Almost of respondents

10% - 39% = A small part of respondents

1% - 9% = Very few of respondents

0 % = None of respondents

And to estimate the above percentage, the writer use the standard measurement which are put forward by Nasrun harahap (1982;27) as follow

81 – 100 % = Very high ( Excellent )

61 – 80 % = High ( Good )

41 – 60 % = Low ( Sufficient )

21 – 40 % = lower ( Bad )

0 – 20 % = The lowest ( Very bad )

b. The writer will analyze the data of test with use mean formula

The mean formula is :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$\bar{X}$  : Mean score

X : Number of score

N : Number of students

$\Sigma$  : Sum ( or add)